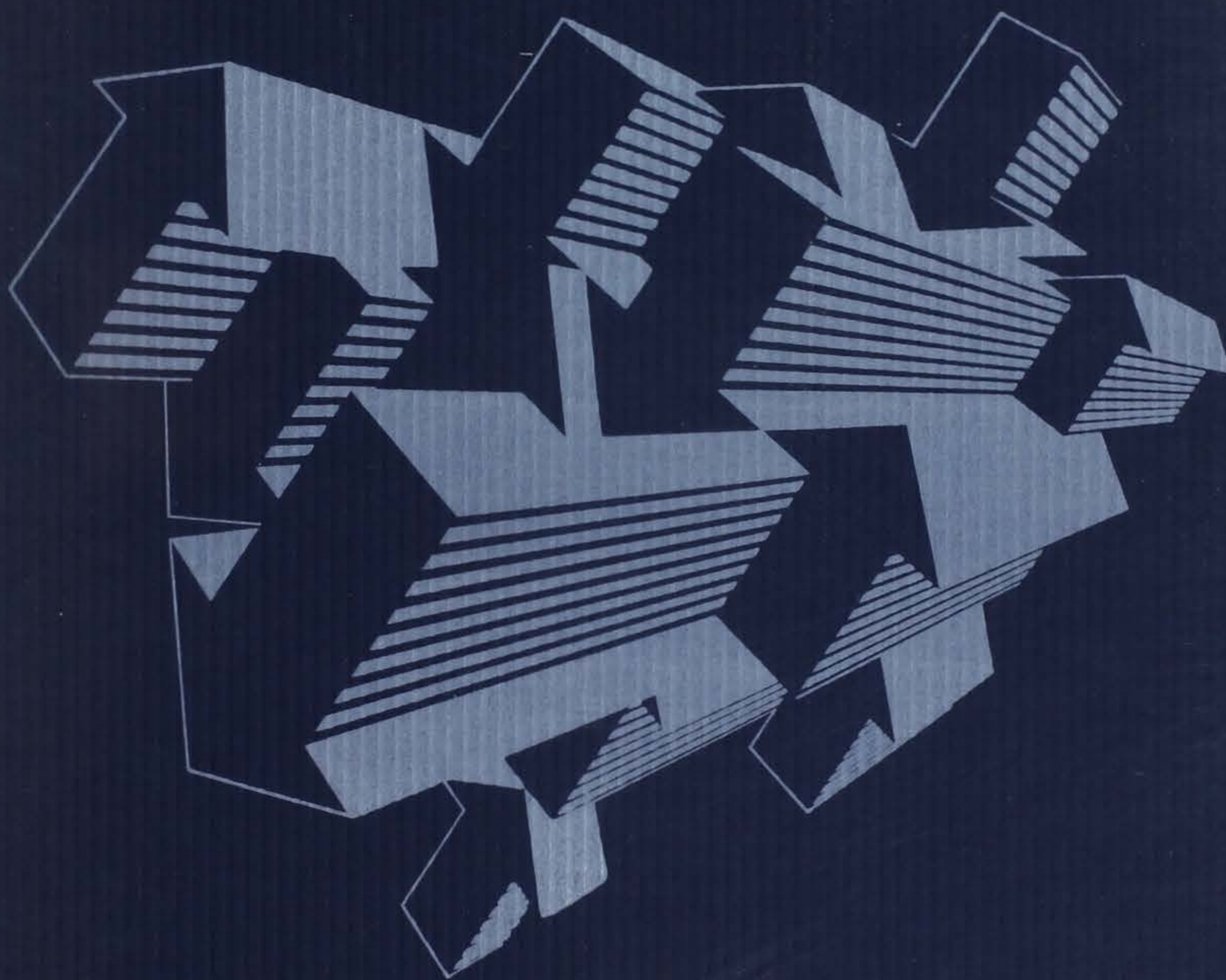


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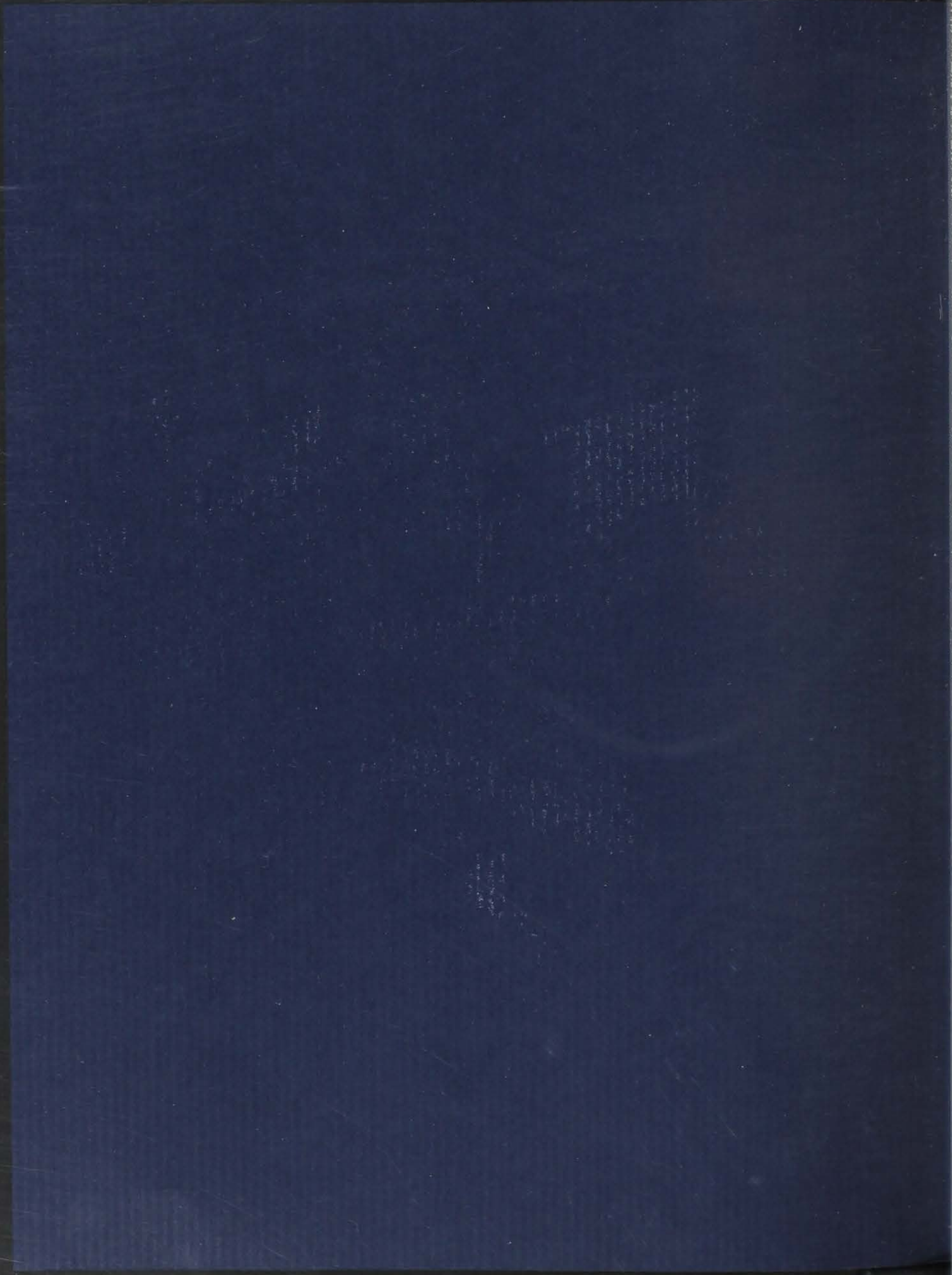
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A History of



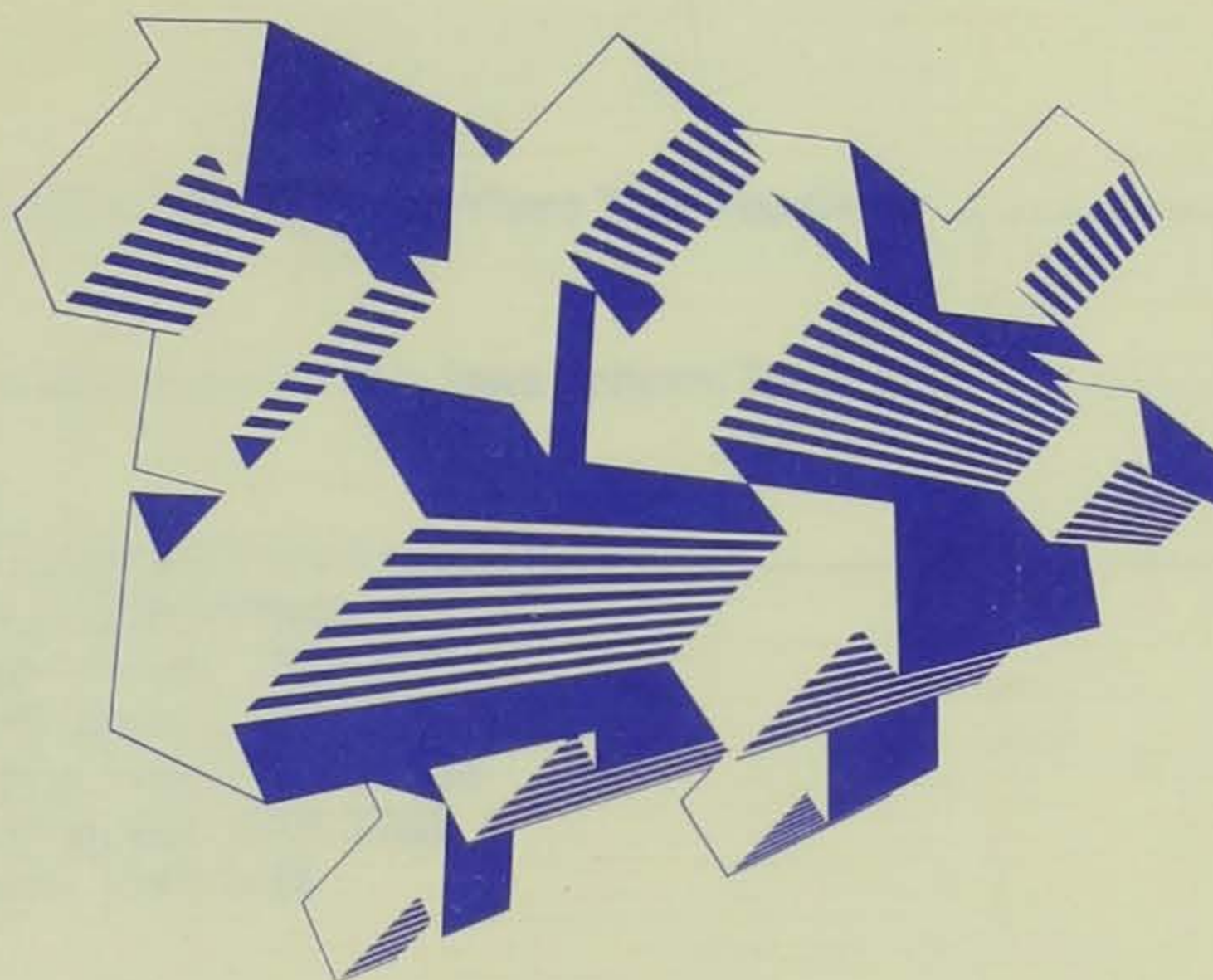
Community Education in Iowa

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The First Dozen Years

A History of



Community Education in Iowa

WRITTEN BY

Joe Herrity
Pat Meyer
Shellee Statser

EDITORS

Joe Herrity
Shellee Statser

WITH CONTRIBUTIONS FROM

Kevin Koester
Ankeny Community School District
Iowa Community Education Association Members
Iowa Department of Education

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Chapter One

Community Education: An Idea Whose Time Has Come

The philosophy of community education does not call for massive reorganization of existing educational structures. It is, rather, a call for change in attitudes about schooling experiences. It is the concept that education is for everyone, that it is an ongoing and life-long process, and that it happens everywhere. Further, it is the belief that the entire community and all the resources found within it comprise a base from which to educate the citizenry and maximize learning opportunities.

Community education is not a standardized program, then, but rather a philosophy that recognizes that people and situations are changing. This philosophy is congruent with the theory that educational programs should vary according to needs and that local citizens are in the best position to assess their community's needs.

The community education concept calls for planning and decision making to become the responsibility of community members through local advisory councils.

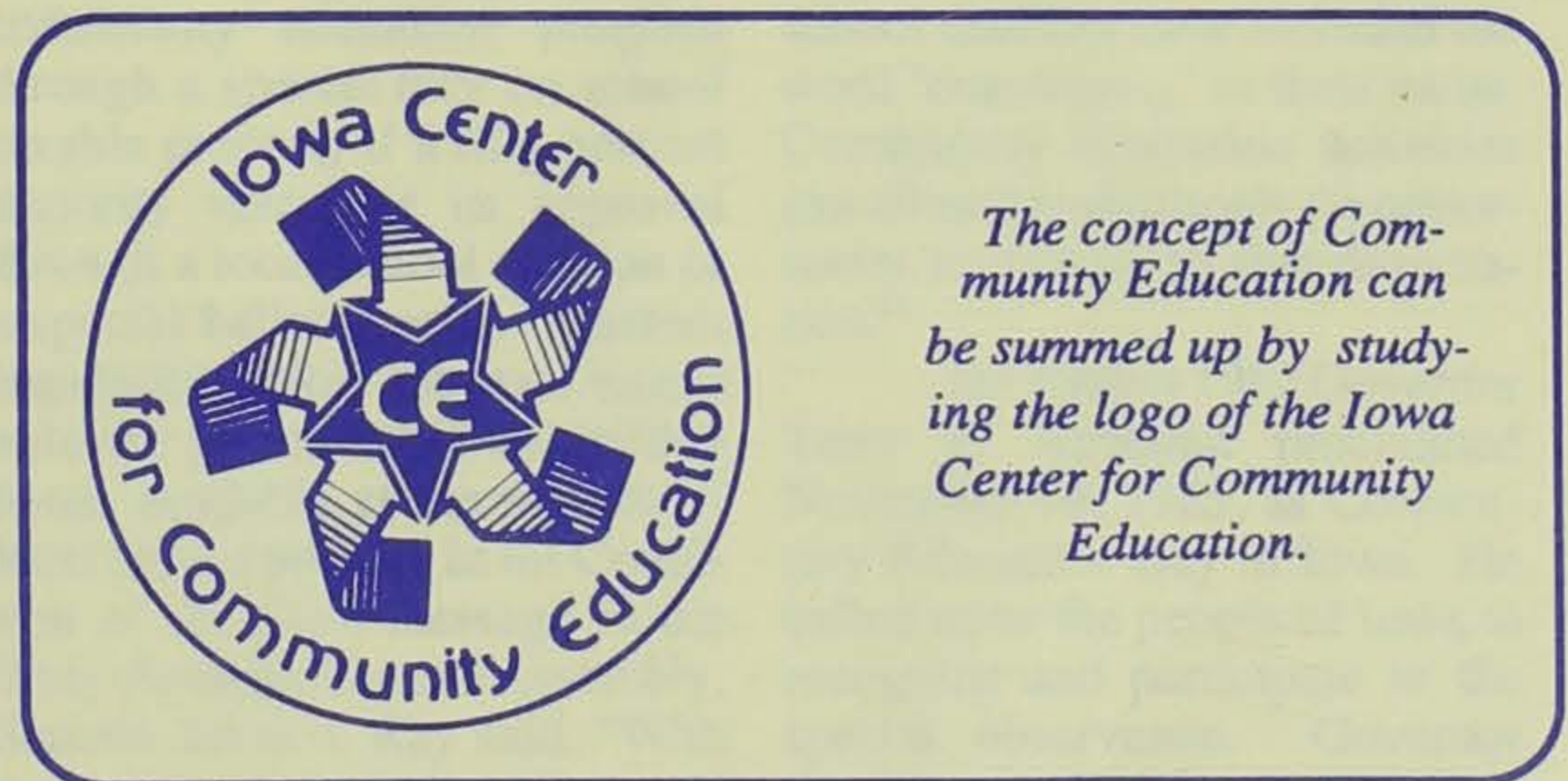
The community education philosophy fosters a greater sense of community by joining schools and other facets of communities in closer partnerships. This means, for example, that schools, hospitals, senior citizen centers, chambers of commerce, extension services, churches, historical societies, park and recreation profes-

sionals, and family service commissions can promote and coordinate programs as a unit rather than as independent, and perhaps, duplicating or conflicting agencies. Such practice leads to better solving of community problems, fewer expenses, and more efficient use of all public facilities. It speaks to the best possible use of community resources in providing life-enriching experiences for citizens.

Community education builds on the belief that self-improvement is basic to human dignity, compassion, and individual pride. It is the attitude that teaching people of all ages, backgrounds, and needs, how to live, learn and work productively in the real world, is right and proper and

good for the community.

The concept of community education can be summed up by studying the logo of the Iowa Center for Community Education. The five arrows turn forcefully inward to represent that individuals re-enter the learning process at different points in their lives. Learning is a lifelong process and so the arrows continue, unending, in a circle. This ongoing educational search is beneficial, a fact represented by the central star of the logo. A star radiates outward, just as individuals carry their learning out into the rest of their lives and the rest of the world. A star sheds light and serves as a beacon, just as those who are enlightened can guide others to re-enter the learning process.



The concept of Community Education can be summed up by studying the logo of the Iowa Center for Community Education.

Chapter One

An Idea Whose Time Has Come: Community Education

The philosophy of community education does not call for massive reorganization of existing educational structures. It is, rather, a call for change in attitudes about schooling expectations. It is the concept that education is for everyone, that it is ongoing and life-long process, and that it happens everywhere. Further, it is the belief that the entire community and all the resources found within it contribute to the process which to enhance the literacy and learning potential of all.

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Community education is based on the belief that self-improvement is best achieved through individual and collective efforts, not through top-down programs. It is the attitude that people are people of all ages, backgrounds, and needs. How to best learn and work productively in the real world is what the program and

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The concept of Community Education can be summed up by saying: by the people of the community, for the community.

Chapter Two

Community Education: An Idea Iowa Believes In

"The inherent simplicity of the community education concept has caused many to try to define it in philosophical terms and therefore complicate it unduly. Others tend to dismiss community education as having no clear definition. Simple or complex, the fact remains that, properly applied, the processes of community education work."

William F. Pierce
Former Executive Director,
Council of Chief State School
Officers

One of the reasons that community education has enjoyed considerable success in Iowa is that the Department of Public Instruction (now the Department of Education) has been supportive. In a published statement of philosophy and beliefs, this institution has clearly encouraged: citizen involvement in meeting the educational, recreational, and social-cultural needs of communities; supplementary and alternative educational opportunities for adults and children to extend their skills and interests; and the development of programs in such diverse areas as vocational opportunities, health, social services, and politics. The Iowa Department of Education also encouraged the idea of making ultimate use of community resources and maximizing the utilization of school facilities. It has urged schools to act in partnership with other public

and private agencies and community groups to provide needed community services. The Iowa Department of Education encourages a supportive base for educational needs within a community so that openness and responsiveness regarding the community be achieved. This agency further advocates community education in the belief that the process helps citizens to develop a more positive sense of community.

A second reason for the success Iowa has enjoyed in the development of community education is the public expression of support given on the part of legislative and school officials. On June 22, 1978, Robert D. Ray, then governor of Iowa, signed into law The Iowa Community Education Act. This bill permits the establishment of community education programs in local school districts on an optional basis. That is, it provides financial support for a community education program through a special levy on school taxable property if a fifty percent majority votes for its approval through a local school election or a special ballot process. Current legislation before the state would enhance this situation by making funds available at the request of local school boards. In his Condition of the State message to the Sixty-Seventh General Assembly, Second Session, Ray said, "With the tremendous investments we have made in our school facilities,

we should enable local school districts to implement community education programs..."

In the summer of 1979, the Community Education Office of the Iowa Department of Public Instruction conducted a statewide community education survey of Iowa's 445 local public school systems. One of the purposes of the survey was to assess superintendents' perceptions of the use of public school facilities. Another goal was to determine interest in implementing or expanding community education programs within districts. Conclusions derived from the survey showed that Iowa superintendents are willing to open school facilities to the community and that they are interested in learning more about the community education concept. Robert D. Benton, state superintendent of public instruction at that time, is on record as saying, "For many years, Iowa school districts have included the word 'community' in their name. Community Education activities can afford local schools the opportunity to live up to that designation."

In October 1985 Governor Terry E. Branstad proclaimed November 19, 1985, as Community Education Day in Iowa. He called upon the people of Iowa to recognize and participate in the special observance. Governor Branstad made this proclamation because he believed that govern-

ment should become more responsive to citizen needs and desires, and this was one step in the right direction. He also felt convinced that only by making full use of existing facilities, programs and services could desirable commu-

nity goals truly be met. According to Branstad, "Community education is an exciting concept deserving greater public attention and support." He professed interest in working to help Iowa expand its efforts in this area.

The concept of community education, then, has not been put on the back-burner in the state of Iowa. It is a philosophy that is alive and growing. Community education will enhance the lives of Iowans in the 21st century.

Chapter Three

The State's Story: A Chronological History

Iowa Makes A Commitment: An Overview

A cursory look at Iowa in the mid 1970's would indicate that community education existed in the state over a wide geographical area. A thorough investigation, however, would reveal that most programs at this time consisted primarily of adult education. This means that community education in its true sense generally was not being exercised. There was little evidence in the state that the needs of all residents of a school district, from the young child to the senior citizen, were being met. Efforts to fully utilize the facilities and human resources of a community to provide a variety of recreational, cultural, and educational activities and services were all but nonexistent. There were only four programs in operation in Iowa which could genuinely be labeled community education.

The situation in Iowa in the mid 1970's was one in which two movements were developing. On the one hand, merged area schools were providing much of the personnel and funding necessary to assist local districts in implementing services within their communities. On the other hand, area education agencies became operational in July of 1975 and were also rapidly becoming involved in supplying public school

districts with in-service training programs, assistance in educational planning, and special and auxiliary education services.

The merged area schools and the area education agencies each had sufficient human and financial resources. The possibility of dual systems developing in competition with one another was raised. It became increasingly evident that this potential area of conflict, as well as the need to expand outreach, could best be resolved by the state providing leadership in community education in the form of a trained director. In February 1976 a proposal to fund a community education director was submitted to the United States Office of Education. This proposal was granted and federal support, made available under the Community Schools Act of 1974, allowed the state of Iowa to hire Joseph P. Herrity in November 1976 as a consultant/director.

*"The intended goal...
committed Iowa
to selecting representative districts..."*

Iowa made a commitment to community education with the acceptance of the federal grant. It was understood that the new director would spend a great deal of time promoting an awareness and understanding of community education at both local and state levels. The proposed plan called for meetings to be held with selected

education professionals throughout Iowa. Individuals invited to these sessions would include members of advisory and coordinating councils and would be representative of local school superintendents, administrators, and principals. The primary purpose of these meetings would be to provide these key people with in-service training and to give them background information on the consultative service opportunities available from the Department of Public Instruction.

The intended goal of the federal proposal also committed Iowa to selecting representative districts from each of the merged area schools. These 15 choices were to be designated on the basis of demonstrated interest in and dedication to establishing a program in community education. They were also to keep a balance between grants to rural and to urban programs. Under the direction of the state consultant, these communities would be mobilized to undertake a needs assessment. Technical assistance would be provided on how to establish a task force for this purpose. Short-term, in-service training would be given to local contact persons chosen to work with the task force. Local districts would be aided in developing necessary channels to disseminate results of the needs assessments. Finally, procedures would be suggested to make community education operational wherever consensus indicated.

The Formative Years: 1976-1977

Most of the activities in the developmental years of 1976-1977 centered around increasing the awareness and understanding of community education.

Training sessions, workshops, and seminars became a steady element in Joe Herrity's life. Most months he attended meetings, conferences, and other related activities that existed to help chief state school officers develop high quality programs.

In February 1977 Joe attended a community education training project in Atlanta, Georgia. This event included a discussion of federal and state projects, a look at rural, urban, and innovative models of community education, a presentation of available funding sources, techniques for assessing community problems and needs, ideas for motivating groups, dialogue on social implications of community education, and sessions designed to train directors in planning and organizing conferences and workshops.

In May 1977 Joe attended

a community education workshop in San Diego, California. This meeting included staff personnel from 28 states as well as Mott Foundation representatives. It dealt with important questions concerning future directions of community education and ways to provide leadership that would result in more dynamic movement.

Joe gained further experience by participating in community education training provided by Texas A & M University. He learned how to expand his work with local community education directors and advisory councils, how to identify many state agencies that have similar operations and philosophies regarding community education, and how to develop a community education awareness presentation that would appeal to different audiences and communities.

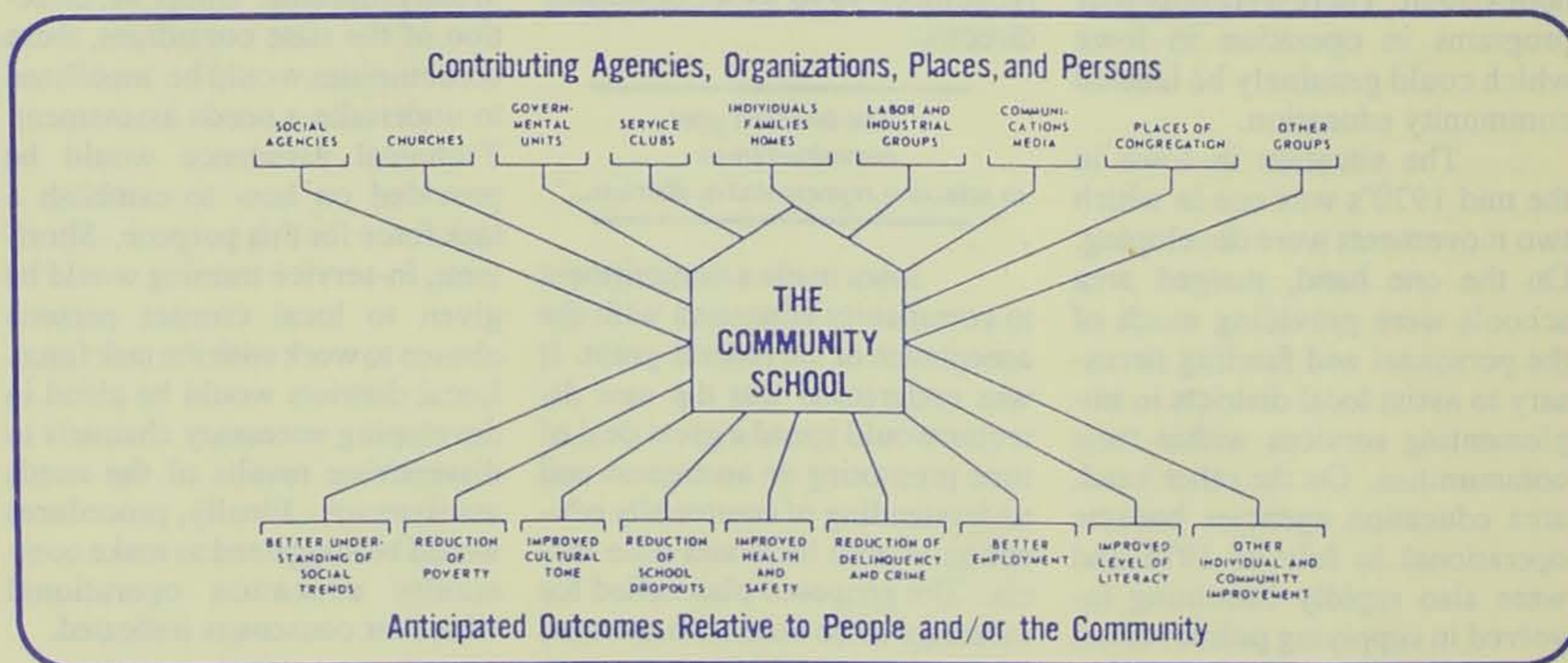
As a result of meetings held across the state during these years, parks and recreation agencies, adult education divisions, extension services, commissions on aging, local school districts, state education agencies, and institutions of higher education all increased their community educa-

tion understanding, involvement, and commitment.

The attitudes of university and college faculty and staff, local schools' staff and community leaders toward community education made a significant positive change. The cooperation that developed between the state education agency and other state agencies concerning community education, the cooperation that developed between the state education agency and non-governmental agencies and associations concerning community education, and the cooperation that developed between colleges and universities and local school districts concerning community education also improved. Other identifiable impacts of these early activities included an increased number of local school districts with community education programs, policy changes relevant to and supportive of a community education program at the state level, and the introduction of pending state legislation for community education.

Two developments in particular call for specific mention in connection with these formative

COMMUNITY EDUCATION



years. One of them involves the key linkage made with adult education directors from the various merged area schools. Early in 1977, a community education task force was organized under the guidance of these directors and in conjunction with the merged area school superintendents. The purpose of this task force was to focus on the role of the merged area school in the development of community education and the relationship of adult education with community education. A paper entitled "The Broader Implementation of Community Education" was developed by this committee and submitted to merged area school superintendents for approval. Its main objectives included investigating and comparing various definitions and philosophies of community education and adult education and outlining recommendations and suggestions for broadening delivery of services.

Another notable development involved the Iowa Center for Community Education. Originally this center had been established in August 1974 and located within the College of Education at Drake University. In mid 1976, however, Drake University ran out of funds to maintain the center's operations and services. This meant that the state was officially without the much needed assistance in facilitation, implementation, and awareness of community education that the center provided. Efforts were begun to re-establish the center through the Department of Public Instruction, and as early as 1977, this became a partial reality. A \$2,500 grant from the regional center at Western Michigan University in Kalamazoo funded the project. It would be late 1978 before a permanent center would exist.

Early Growth Years 1978-1979

Efforts to increase the awareness and understanding of the community education concept began to yield results by 1978. During the next two years, a number of significant events took place.

One of the most important events was the signing into law of The Community Education Act on June 22, 1978. It is encouraging to note that both the House of Representatives and the Senate were ready to support the community education philosophy at this early stage. Governor Ray listed community education as one of his legislative priorities that year.

Basically, The Community Education Act established a community education program in local school districts, using local facilities. It provided for the programs to be administered by local directors with the assistance of neighborhood and district advisory councils. The act created a state consultant position at the Department of Public Instruction and a nine-member state advisory council for community education.

Early in 1978, the first of several important developments between the Iowa Parks and Recreation Association (IPRA) and the Department of Public Instruction's Community Education Office occurred. Following months of work, the IPRA ratified a resolution on January 23 giving

evidence of their support of community education. The closing words of this document illustrate the extent of their resolve: "We, The Iowa Parks and Recreation Association (IPRA), do hereby commit and affirm our combined resources toward achieving and implementing the concept of Community Education into a working agreement."

The IPRA included a special workshop during its annual 1978 spring conference to broaden and increase members' understanding of the community education concept. In November 1978, the Department of Public Instruction and the IPRA jointly sponsored a project designed to survey the current knowledge and understanding about community

"We, The Iowa Parks and Recreation Association, do hereby commit and affirm our combined resources toward achieving and implementing the concept of Community Education into a working agreement."

education by parks and recreation professionals in Iowa. The intent of the project was to collect data and information in order to effectively plan for the future of both organizations. Results of the survey showed an overwhelming interest in developing better relationships with local school districts and in favoring cooperative local programs between recreation, leisure services, adult education, community education, and continuing education.

Based on needs assessment, the Department of Public Instruction and the IPRA united on May 3, 1979, to hold "A Conference on Community Education with Leisure Services: An Experi-

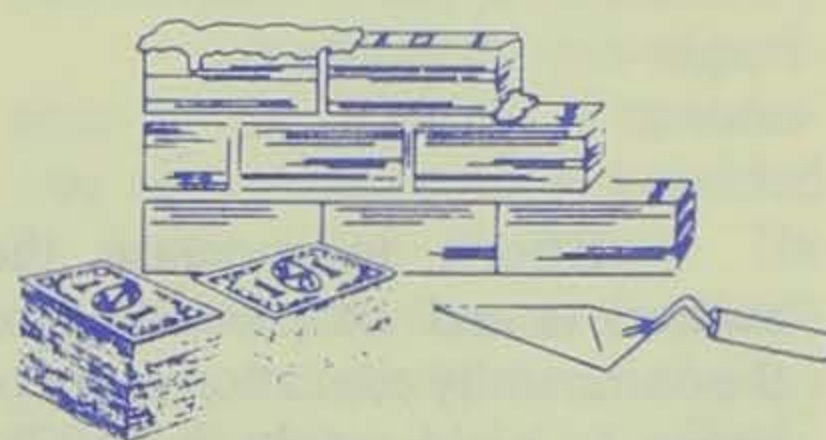
ence in Communication, Coordination, and Cooperation." The focus of the one-day conference was to provide awareness and training for parks and recreation professionals. Evaluation results from participants showed that the majority found the workshop to be valuable for their purposes and that over half expressed a strong desire to explore the community education concept further with their local boards of education. The conference conclusion was that it is important for schools and parks to develop a closer and greater working partnership with one another. Only through an increase in communication, coordination, and cooperation at the local level can maximum benefits to a community be achieved.

On November 8, 1978, the Iowa Department of Public Instruction and the American Association of Community and Junior Colleges sponsored a workshop entitled, "Collaborative Relationships Between Community Colleges and Local School Districts: A Dimension of Community Education." The workshop attracted 107 key personnel from community colleges and local school districts throughout Iowa. The workshop focused on the roles, responsibilities, and challenges of developing a working partnership among community colleges, community schools, and other concerned community agencies in realizing the total mission of education today.

One of the significant developmental events of the early growth period concerned the Community Education office itself. After learning that the Iowa Department of Public Instruction's proposal for a third year of federal funding had been rejected, Iowa's state superintendent, Robert D. Benton, made a finan-

cial commitment to continue the operations of the office at the DPI. Since that time, the office and its entire operation have been financed through the resources of state revenue.

By late 1978, there was a growing need to upgrade the Iowa Center for Community Education



and its services. A formal request for initial Mott Foundation support of the project was submitted. Justification for the center was based upon the need to have more than one person working at the state level in community education development. The desire to have a single institution to pull together community resources on a broad statewide basis and to provide a dynamic focus upon local communities' needs, interests, and aspirations was also cited as a reason for funding the center.

The proposal was approved and the expanded Iowa Center for Community Education was formed as a joint commitment of the Department of Public Instruction and two school districts (West Des Moines and Delwood). The Department of Public Instruction would serve as the fiscal agent and coordinating mechanism as well as the primary resource and host institution for the center. The role of the two schools would be to function as exemplary demonstration models and to share in the administrative and leadership training responsibilities within the center. In this capacity, Jack Temme of West Des Moines and Kevin Koester of Delwood,

formed a directorship with Joe Herrity of the DPI.

During 1979, the Iowa Center for Community Education provided four general information community education workshops to 23 Iowa communities. These workshops focused on the introduction of basic components, discussion of strategies on how to establish a community education model, and the use of community resources. They were designed for community teams comprised of four to five people and including representatives such as school board members, superintendents of schools, parks and recreation directors, college liaisons, and business leaders. Two individualized in-service workshops were requested for more in-depth information.

Beginning September 1, 1979, the Iowa Center for Community Education was awarded seed grant funds to develop community education programs in the state for a one year period. The project was designed to provide technical assistance to all public school districts in Iowa, but had as its emphasis three pilot sites—Ankeny, Cedar Falls, and Red Oak.

The federal grant also included funding for the addition of community education staff. On November 2, 1979, Deborah W. Callins was hired as a project consultant to deal primarily with the three pilot school projects. Her duties also included working on the development of a state plan for community education and establishment of a state advisory council.

In 1979, the Department of Public Instruction conducted a community education needs assessment survey of local public school districts. The purpose of the survey was to assess some

basic perceptions of local school superintendents and to collect information to help formalize technical assistance and consultative services to school districts. Of the 445 school districts in Iowa, 388 (86.8 percent) responded to the survey. The majority favored cooperating with other educational systems by utilizing available community resources to complement classroom activities. It was felt that the best way to involve the public in school facilities was to involve people, both as learners and as instructors in the educational system, particularly people who do not have children enrolled in the public school.

Other important activities in 1978-1979 included: the endorsement of a resolution by the Iowa Association of School Boards approving and supporting the concept of community education; the development, planning, and implementation of a series of regional in-service conferences on the concept of volunteerism sponsored by the newly formed Governor's Office on Volunteerism, the Department of Public Instruction's Community Education Office and other state agencies; the expansion of the mailing list of people receiving the department's quarterly newsletter, *The Community Catalyst*, and its monthly newsletter, the *Catalyst Bulletin*; and the availability of multimedia packages on community education for school districts to use as guides in setting up programs. These packages contained filmstrips, cassette tapes, brochures and workbooks suggesting strategies for establishing programs, showing the duties of a coordinator, depicting a community council in action solving typical problems, and promoting the benefits of a cooperative agency relationship.

"Today, individuals from a broad spectrum of life are seeing Community Education as the cement needed to strengthen society..."

The Expanding Years: 1980-1984

In their pamphlet, "A New Foundation: Perspectives on Community Education," Vasil Kerensky and James Logsdon make the following statement: "A number of trends in our society have combined to eliminate a sense of community. Among them are: urbanization and suburbanization, the new morality, the new mobility, shifting population trends, the breakdown of family life, affluence, and disappearing social institutions. This missing sense of community is perhaps the most devastating of the emerging societal patterns, and it is a cause for deep concern among educators and sociologists."

The authors continue, "Societies and civilizations that have prospered and survived have been served by institutions that have acted as societal cement. These institutions have been open both physically and psychologically to the needs of the people within the community. In short, they have served as meeting places where people could share not only their successes but also their problems."

Today, individuals from a broad spectrum of life are seeing Community Education as the cement needed to strengthen soci-

ety in this time of change and transition. It is believed that the emphasis on people working for and benefiting from community activities will automatically lead to an improved quality of life and help sustain the community.

This knowledge and insight led to a significant increase in statewide community education efforts in the early 1980's. By this time, the groundwork had been laid and the support of key individuals gained. It was possible, therefore, for more and bigger achievements.

The year 1980, in particular, featured a number of newsworthy events for community education. On November 10, the state superintendent of public instruction, Dr. Robert D. Benton, and a team from the Department of Public Instruction visited two community education models, one in West Des Moines and one in Ankeny. Visitation topics included: the local structure of community education, historical development, functions of advisory councils, cooperative projects, restoring confidence in public schools, decreasing vandalism, volunteerism, and maximum utilization of public facilities. The day's events were covered by WHO-TV and two local newspapers.

During 1980, the Community Education Office of the Department of Public Instruction underwent an evaluation as part of a national evaluation mandated by Congress for states receiving federal grants. Dr. Terry L. Penniman of Drake University in Des Moines was selected to conduct Iowa's evaluation. In his conclusion, he remarked, "Given the unique characteristics of Iowa as a rural state with many small school districts and all the problems associated with economic conditions

as they exist today, it is the evaluator's opinion, that the state CE staff has accomplished a great deal in the development of CE in Iowa. Limited funds and number of staff have created critical problems in expanding developmental efforts on the state and local levels. These problems have been faced by the staff and in many cases, overcome, through the creative and energetic efforts of the staff and interested supporters of the CE concept."

On September 29 and 30, 1980, the Iowa Center for Community Education and the Iowa Department of Public Instruction sponsored a conference designed for coordinators and directors in the field of community education. The conference was held at the Springbrook State Park Conservation Education Center. The conference focused on philosophy, process, programs, and personal growth. Participants received individual guidance and experienced group problem solving.

A four-state general awareness workshop on community education was held October 9, 1980, in Dubuque, Iowa. Approximately 60 participants from the four-state area (Iowa, Illinois, Minnesota, and Wisconsin) attended the workshop. Jim Klassen, then president-elect of the National Community Education Association, was the featured speaker.

On October 10, 1980, a community education presentation was given for participants in the 1980 Iowa Association for Lifelong Learning Conference in Cedar Rapids. The workshop session opened with an explanation of the community education concept by Kevin Koester, associate director of the Iowa Center for Community Education. Community education advisory council

members from three communities described their perceptions of the partnership between consumers and providers of lifelong learning opportunities.

During the week of November 17-21, 1980, the Iowa Parks and Recreation Association, in association with the Iowa Department of Public Instruction and the Iowa Center for Community Education, held an in-service program for the IPRA members on community education at the National Center for Community



Education in Flint, Michigan. Some of the purposes included: in-depth information about community education, identification of areas of mutual interest between recreation and community education, funding, and exploring cooperative linkages among local community agencies.

At its January 10, 1981, meeting, the State Board of Managers of the Iowa Parent Teacher Association approved a motion recognizing that education is a lifelong learning and enrichment process and that community education integrates, in so far as possible, a community's educational, social, physical, recreational, and health programs for children, youth, and adults. The motion resolved to promote the development of the community education program to more fully utilize the

public school facilities.

Unfortunately, 1981 included the reduction of community education staff at the Community Education Office of the Iowa Department of Public Instruction. Due to the expiration of federal funds, Deborah Callins, community education project consultant, and Lorrie Ward, clerk-typist, left in March and February respectively. Despite the interruption in professional staff, the Department of Public Instruction remained committed to providing technical assistance, leadership training, and consultative guidance.

Once again, the Charles Stewart Mott Foundation awarded the Iowa Center for Community Education funding (\$23,000) for continued operation for a period ending June 30, 1982. Goals of the Iowa Center for its third year of existence at the Department of Public Instruction were: 1) to develop communications, coordination, and cooperation networks with viable statewide agencies and organizations sharing relationships with community education in community development and human service areas, 2) to continue to develop a greater awareness and understanding of community education throughout Iowa, 3) to increase the number of emerging community education models, and 4) to increase the effectiveness of existing community education models.

One of the most important developments of this period was the establishment of a state association for community education. Interest in such an organization had been building for about a year when Barbara Canova, Polk City, volunteered to serve as general chairperson of an initial task force. State association assessment forms were mailed out to

"friends" of community education, and a meeting to discuss results was scheduled for September 29, 1981, in Ankeny. Sixteen members were present for this first meeting, where priorities and how-to's were reviewed. A tentative goal of a December state charter with the National Community Education Association was decided upon. A constitution and by-laws were outlined. Jim Walmsley, Cedar Falls, agreed to chair a committee to prepare a rough draft of these documents for examination in time for an early October meeting. Those serving on this committee included: Carol Fair, Carroll; Clair Brooks, Cedar Falls; and Winston Black, Jr., Des Moines. The early 1980's saw an emphasis placed on improving awareness of the Iowa Community Education Association (ICEA).

To promote the organization, an ICEA display booth was set up at regional and other organizational meetings. Craig Knudson, Iowa Falls, invested many hours in getting the display built and manned for various conferences.

In November 1981 the Iowa Community Education Association was formally organized when the task force adopted the proposed bylaws and elected the first executive committee and board of directors. In December, the ICEA received its affiliate membership at the National Community Education Association convention in New Orleans.

The first major undertaking of the Iowa Community Education Association was a two-day conference in February 1982 sponsored with the Department of Public Instruction and the State Center. By the end of June, the first newsletter had been published. That first summer, the

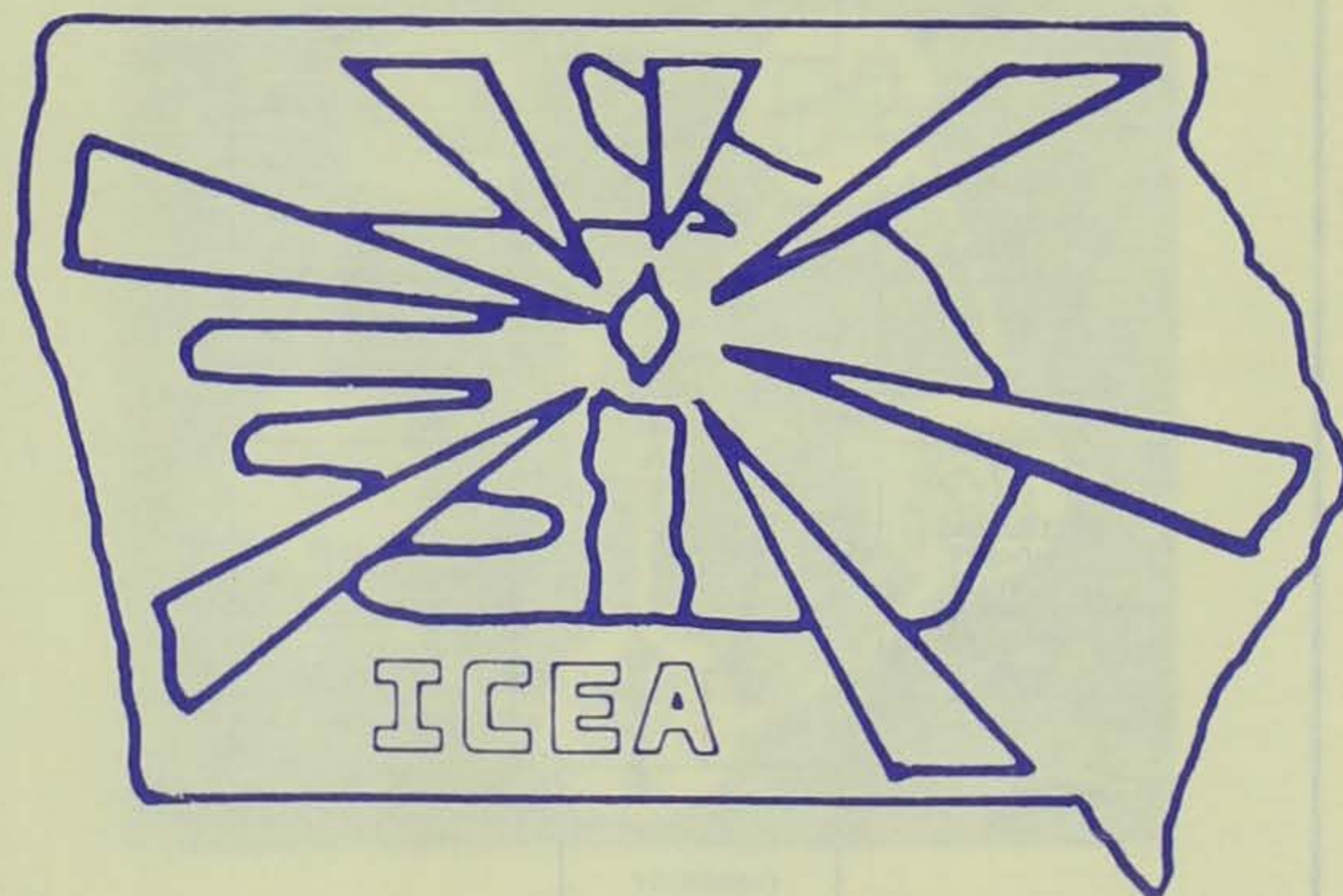
ICEA began to make plans for celebrating National Community Education Day and for October awareness/training workshops. The Ankeny Community School District provided many hours of behind-the-scenes office work to help the ICEA get off the ground.

On May 12, 1982 Iowa community educators participated in a strategic management training workshop designed for state community education association leaders. Held in St. Paul, Minnesota, the event attracted people from 33 states. Barbara Canova and Sonya Root were the Iowa representatives. The workshop centered on: dealing with organizations, politicians, and problems of associations, management values and stereotypes, guidelines, increasing effectiveness of associations, and development of organizational support.

The years 1982-1983 saw a flurry of activity on the part of the Iowa Center for Community Education. Grants submitted to

the Charles Stewart Mott Foundation to seek continuation of Center operations were approved. Funding of \$20,000 for 1983 was awarded. The Community Education Center also provided developmental and technical assistance to over 380 people and 28 communities through workshops held in Des Moines and Amana. The Center, in cooperation with the Iowa Community Education Association and the Department of Public Instruction, sponsored a Council Effectiveness Training workshop in Des Moines on January 26-27, 1983. Over 45 advisory council members received skill training in group dynamics, communications, and management.

The Center sponsored a progress sharing workshop for the five local public school districts receiving seed-grant funds (Ankeny, Everly, Keokuk, Red Oak, and the NIACC project). All received training, exchanged information, and focused on problem-solving techniques. As a joint



venture, the Center sponsored the regional Multi-State Conference planned and operated by Iowa, Nebraska, North Dakota, South Dakota, Minnesota, and Wisconsin. Held June 19-20, 1983, this event involved 450 people in advisory council training. Center personnel were involved in the Western Center Directors Renewal Institute sponsored by the Charles Stewart Mott Foundation for foundation grantees. The focus was on networking skills, futurism, school effectiveness, and demographic trends/issues. Other activities for 1982-1983 included: coordination of statewide activities related to National Community Education Day and Iowa Community Education Day, serving as a presenter at the National Community Education Association Convention and the Iowa Parks and Recreation Association Spring Conference, and conduct-

ing a Community Education Exchange Day for community education sites throughout Iowa.

During 1982-1983, the S.I.N.C.E. program (State Inter-Agency Network for Community Education), was initiated. Funded by the federal government, the program fosters the idea of working with state associations and organizations to support community education. This project encompassed efforts with:

- League of Iowa Municipalities
- Iowa Association of School Boards
- Iowa Association of Counties
- Iowa School Public Relations Association
- Iowa Association of School Administrators
- Iowa Department of Public Safety and Crime
- University of Iowa
- Institute of Public Affairs

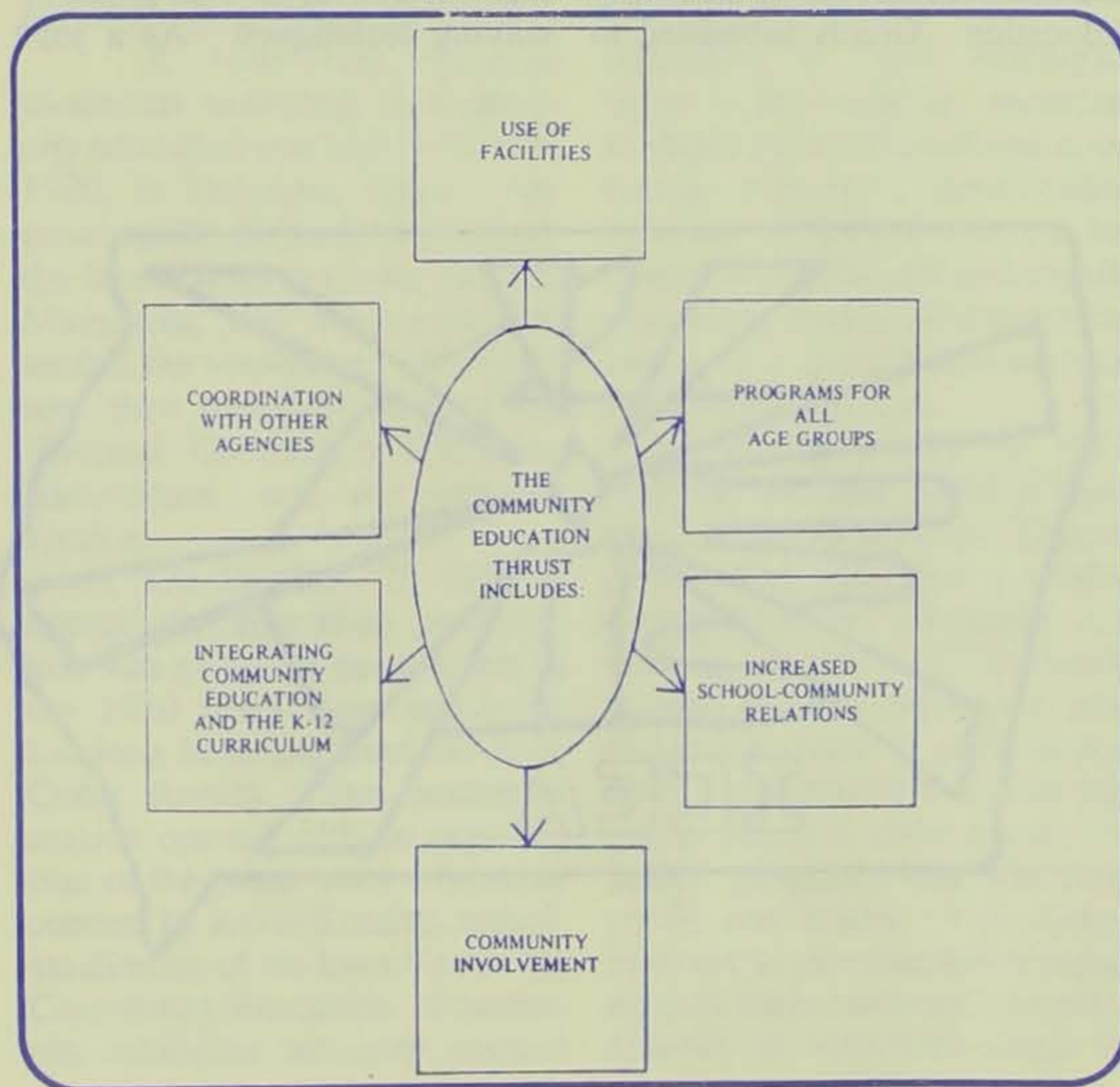
- Institute for School Executives
- Iowa Parks and Recreation Association
- Iowa Association for Lifelong Learning
- Iowa PTA
- Iowa Community Education Association
- Iowa State Association of Counties

The S.I.N.C.E. program benefits include: multi-sponsored conferences on city/school partnerships; community education articles appearing in various statewide magazines; developing public relations materials; conducting training sessions at various state conventions; conducting a council effectiveness training workshop for local advisory council members; conducting an in-depth trainer of trainers project for recreational professionals; and exploring linkage opportunities between county government structures with community education.

A program entitled "Where The People Are" was produced by Iowa Public Television for the Iowa Department of Public Instruction. The thirty-minute production focused on how the combined efforts of communities and public school systems result in the betterment of both. Educators and community leaders from several Iowa towns discussed how they, with the help of public schools, area colleges, local resources, and community education coordinators, combined efforts and met a variety of needs such as finding room in neighborhood schools for day care centers, setting up a juvenile justice program to stop crime, and using space in schools idled by declining enrollment.

A look at the year 1984 shows that a full-scale program of community education was going

THE COMMUNITY EDUCATION CONCEPT



on in the state of Iowa. A grant was submitted to the Charles Stewart Mott Foundation and \$16,000 was awarded. In many cases, the events described and projects highlighted in this grant were already ongoing. As usual, there were a number of activities being developed for new directions. One of these was a special two-day video-intensive workshop held in Iowa City, October 31 and November 1. The purpose of the workshop was to enable community educators to learn to use high tech media communications technology and resources available in their communities. The emphasis was on video production, script writing, and basic equipment operation. Practical training as well as a look at the potential of video was included.

On July 10, Iowa educators took part in a LERN seminar on "Successful Non-Credit Catalog Planning." William Draves, a national speaker and author, helped participants analyze their own catalogs and brochures and discussed how to improve design, cut costs, and make production more efficient.

In late October, the Mid-State Renewal Institute for Community Education and School Improvement was held. Interest surpassed initial expectations with a total of 50 people from three states (Iowa, Illinois, and Wisconsin) attending. The purpose of the institute was to provide community education leadership with ways to give emphasis to already proven community education processes. Program areas included: vocational program development, parent input, the role of high technology (computers), and pre-school and after-school programs. Problems were noted in several areas including disparity within communities, state

mandates vs. local initiatives, tax support base, lack of agencies in rural areas, and apathy.

About 100 Iowans interested in community education attended the fall 1984 conference of ICEA held in Bettendorf. Featured speakers included Dr. Robert Benton and Dr. George Kliminski, President of the National Community Education Association. Sessions focused on advisory councils, recreation and community education, early childhood education and public schools, intergenerational education, community education in rural Iowa and business/education partnerships.

Several videotape productions about community education in Iowa were produced between 1982 and 1984. "School & Communities: A New Role in a Chang-

ing Society" is a series containing three separate titles: a) What is Community Education? b) Community Education: An Educational Perspective c) Community Education: A Community Perspective. All of the videotapes are designed for various viewing situations such as professional, development, in-service, instructional classes, and workshops. The tapes were conceived and developed by Joe Herrity and produced through the facilities at Iowa Public Television. All videotapes are broadcast quality and have received national acclaim within the Community Education profession. The tapes include a discussion with Dr. Jack Minzey, chairman of the Educational Leadership and Guidance Department at Eastern Michigan University.



Developing Interagency Cooperation



*North Scott Comm. Schools
Community Education logo.*

Continuing Progress: 1985-1986

"Community Education is a growing part of Iowa. In just a few short years since the emergence of the concept in the state, residents of all ages of many communities have come to support the process that we can and must work together to enhance the quality of life of all Iowans." These words of David Hayes, 1986 president of the Iowa Community Education Association, clearly show that state involvement in and dedication to the principles of community education remain strong. Developmental events of 1985-1986 indicated growth in new directions as well as solid expansion in areas already established.

The Counsel of Councils was an outgrowth of community education during 1985-1986. For the first time, local community education advisory council members were able to select a representative from their own councils to participate in a series of strategic meetings about community education in Iowa. At the initial meeting on November 12, 1985, those present discussed what it means to be an advisory council

member, how the group could best advise the Iowa Center for Community Education and the Department of Public Instruction, and the training needs of local advisory councils. One of the purposes of this newly formed group was to see that relevant information gets delivered to local councils and that local concerns or issues are brought to the attention of a larger cooperating organization.

One of the state's 15 area education agencies became involved in community education during 1985-1986. Harry Budensiek of AEA 7 in Cedar Falls initiated plans which included an awareness workshop on community education for all educational services division members, a workshop on how to effectively develop advisory committees, and a two-day visitation of representative programs in the Des Moines, West Des Moines, and Ankeny areas. Plans for 1986-1987 involved an in-service training meeting for advisory committees and an awareness workshop for administrators in this area.

Several appropriate events developed in Iowa around the celebrations of American Education Week and Community Education Day in 1985. Maquoketa highlighted the benefits of a new walking-fitness trail. West Des Moines hosted a Community Education Day Recognition Dinner.

The technology of the times brought about one new trend during this period as teleconferencing hit the airwaves. On June 11, 1985, Iowa joined more than 20 other states participating in a National Community Education Association (NCEA) teleconference on business/education partnerships. Locally, this afternoon workshop was co-sponsored by the ICEA and the Iowa Associa-

tion of Business and Industry. The teleconference was designed to serve four primary purposes: 1) To create awareness of the great potential for business/education partnerships, 2) To demonstrate and discuss the best examples of partnerships around the nation, 3) To provide specific "how to" information on developing partnerships, and 4) To provide opportunities for participants to ask questions and learn from expert presenters.

Awareness and training workshops remained important elements of community education in the years 1985-1986. The Iowa Center for Community Education periodically held introductory workshops for community teams interested in learning more about community involvement strategies, school partnerships, expanded use of school facilities, and other emerging trends impacting education. A Mid-Winter Renewal Institute was offered through the Iowa Center for Community Education in February 1986. Professional growth seminars on networking, renewal, and collegiality for community education directors/coordinators were featured.

In 1986, 22 informational workshops emphasizing what community betterment can do for a town, school attendance area, neighborhood, or county were scheduled for areas across Iowa. These discussions centered on project ideas and fund raising/organizing techniques. The Iowa Community Education Association annual conference and other events provided individuals interested in community education an ongoing opportunity to expand awareness and programs.

In March 1986 the Des Moines Botanical Center was the site of a special luncheon meeting

sponsored by the Iowa Community Education Association. Advisory members, directors, coordinators, and other key people were invited to discuss with legislators the future and promise of community education in Iowa.

Iowa participated in a second national video conference on May 8, 1986. Entitled "Building Public Confidence Through Community Education," this teleconference was sponsored by the Council of Chief State School Officers (CCSSO) and was funded by the C.S. Mott Foundation and included eight states: Iowa, Alabama, Arizona, Kentucky, Minnesota, New York, Oregon, and Utah. Topics included an introduction to video conferencing, state project background information for Mott Foundation projects, dialogue on parent and community involvement, business/education and interagency partnerships, and implications for future development of community education.

The years 1985-1986 were also important ones in terms of resource expansion. Some of this development was made possible through a mini-grant awarded the Iowa Center for Community Education by the national organization. These funds were used to produce three separate video programs on emerging technologies, visual message design, and general communications between leaders of community education and community members. They helped the center develop and print a video production manual and a user's guide to accompany the videotapes. In addition, the Iowa Center for Community Education produced an educational series of tapes about contemporary issues facing community educators. The series addresses a variety of leadership concerns

including understanding community power structures, identifying a power actor's network, collaborating with recreation, and learning more about community education and the change process. Resource materials are viewed as valuable assets to the community education program in Iowa.

On July 1, 1986, the Child Care Grants Program went into effect. The purpose of this program is to make grants available for start up funding for before and after school programs using school facilities, infant care programs, child care information and referral centers, and on-site employer day care. Joe Herrity played an important role in getting the framework established, disseminating information to all schools, and finally reviewing applicants.

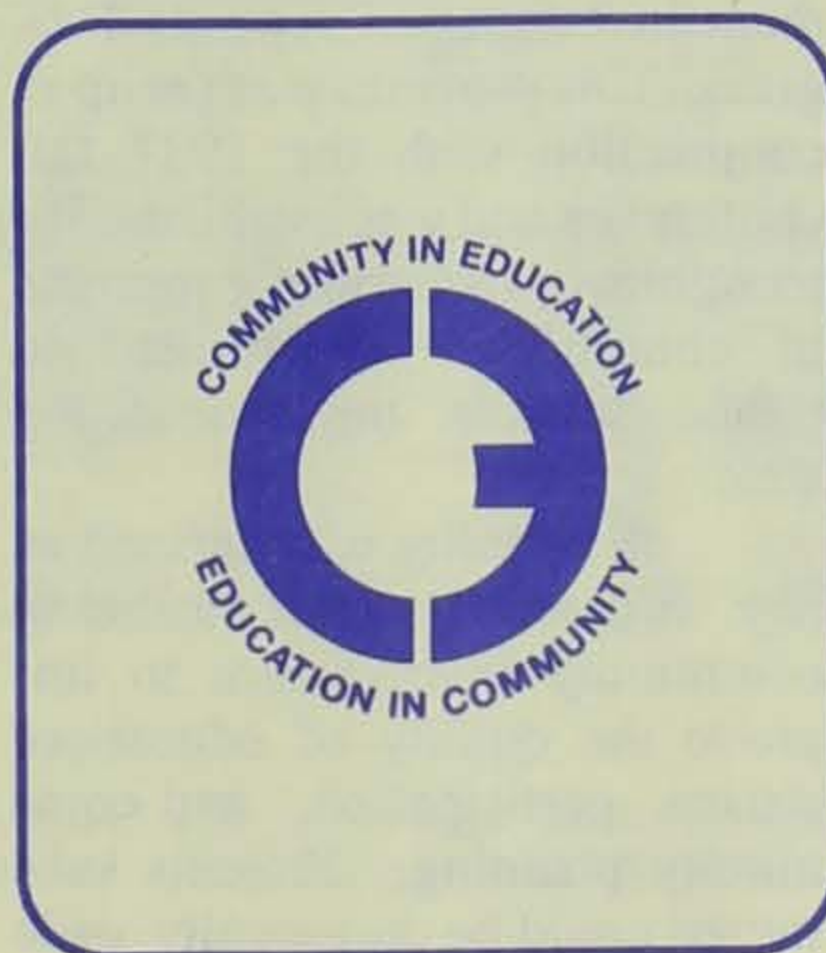
In 1986, Iowa joined the CENET (Community Education Network) Computer Network. This program allows participants from around the nation to share ideas and information on an ongoing basis. It also allows them to request and receive up-to-date information on a variety of community education and related concerns. It provides numerous opportunities for dialoging, sending private messages, surveying,

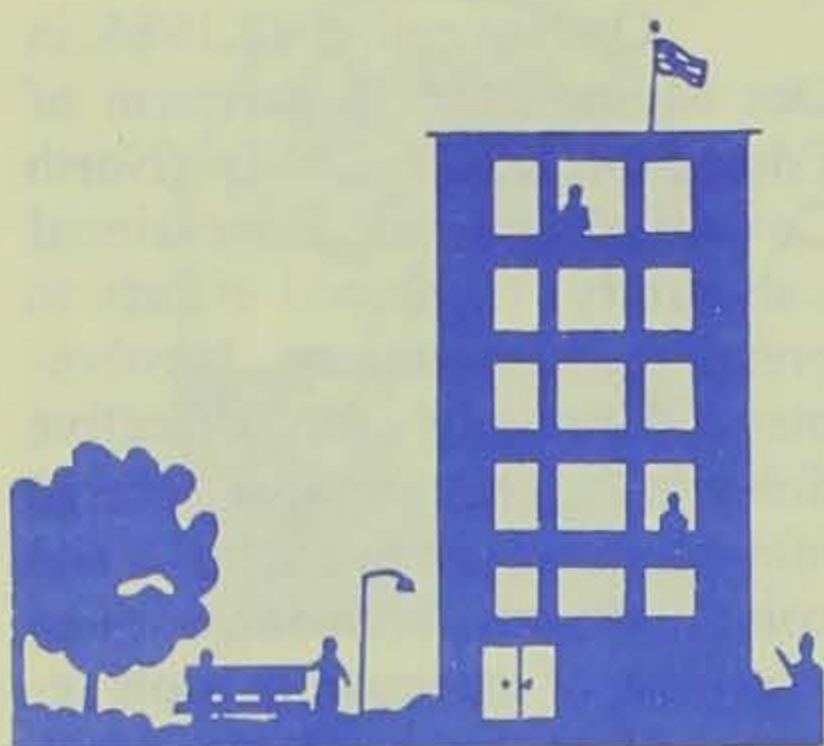
planning, and posting items. Usage on the system continues to increase at a rapid rate.

On November 18, 1986, in Des Moines, the Department of Education and NCREL (North Central Regional Educational Laboratory) combined efforts to present "Community Involvement Strategies for Effective Schools." This seminar offered insights into effective schools and community involvement, with an overview of effective schools research presented by Paula Tissot, NCREL, and an overview of community school concept presented by Bill Kramer of Eastern Michigan University.

Current Years: 1987-1988

Several past events in 1983 became important factors for community education development in 1987. The 1983 Excellence in Education Task Force received a summary report from the State Dialogue on Iowa's Educational Future. Under "Community Involvement in Education," there was consensus that the Department of Public Instruction should have as a goal the adoption in every school district in Iowa a community education program that would: 1) Emphasize education as a lifelong learning process; 2) Help school buildings and other facilities to be used for more than traditional schooling; 3) Promote a greater sense of community; 4) Improve the quality of community living; 5) Join the school and community in closer partnership; 6) Make the maximum use of community resources; 7) Improve school effectiveness, avoid costly duplication of facilities and services, and increase co-





operation among community groups; 8) Involve people in decision making through advisory councils; 9) Be included as part of all education-related training and teacher preparation."

This dialogue also stated that the state should provide money to promote and initiate local district development and involvement in community education. It was also suggested that the General Assembly make available to industries tax incentives to help implement community education programs.

In 1987, the Iowa Association of School Boards published "Strategies for Excellence: Recommendations for a Productive School Model with Strategies for Achieving the Model." In this report it was found that "each citizen should have access to a community education program." It was noted, that of the twenty community education programs identified, 65 percent were in districts with an enrollment of 1,000 or more. Suggestion of utilizing the playground tax to fund these programs, was mentioned.

Another important event in 1983 was Dr. Peter Clancy's, Eastern Michigan University study regarding the impact community education has on academic achievement of children in

schools providing such programs. The results of his findings follow:

"Community education programming was not identified in any way in any of the 17 schools conducting community education programs as having any negative impact on achievement. In eight of those schools, the community education activities were credited with reaching and subsequently involving parents who might not otherwise be reached. Hence, community education programming in those schools was identified as having an important positive effect on achievement."

Even in those schools where community education was not described as directly affecting academic achievement, it was clearly seen as an important way to involve larger segments of the population in the school and hence to garner a broader base of overall support of the school. During the symposium, when discussing community education, reference was made frequently by the discussion groups to the capacity of community education programs to reach "the 70 percent of our voters who have no children in our schools."

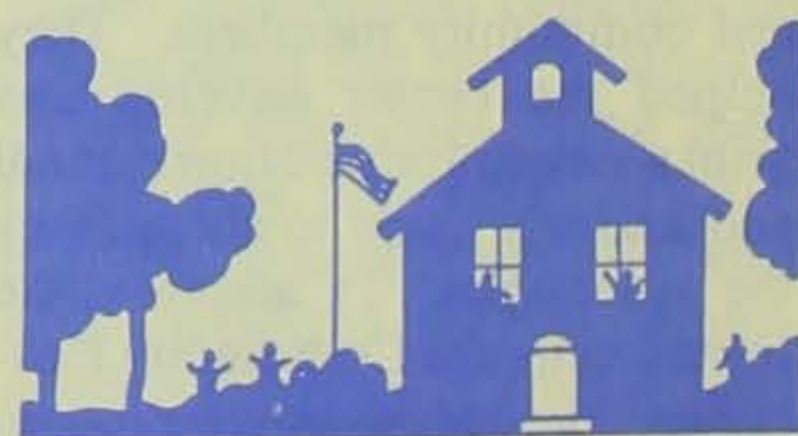
The Iowa Community Education Association broke new ground in 1987 with the introduction of the Community Involvement in Education Awards Program. This program was set up in conjunction with the 1987 fall conference, and was established to recognize outstanding programs of community involvement in public schools throughout the state.

Eligibility was defined as any organized effort utilizing community involvement to improve the quality of education, citizen participation, and community planning. Projects submitted could be community-wide

or focus on individual school activities or special events.

Approximately 50 applications were received and reviewed by a panel of statewide organizations of education and community members with expertise in the area of community involvement. Sixteen projects received special recognition and were presented at the fall conference October 27-28, 1987. All other applicants were invited to participate in a "Parade of Projects" during the conference. The program was very successful and is now being organized for the 1988 conference.

A National Teleconference on State Community Education Planning and Development was held June 9, 1988. The purpose was to share information about the State Community Education Planning Project. This project has provided every state an opportunity to bring together state leaders to help build a five-year plan (1988-1994) for community education. The teleconference used a series of vignettes of selected community educators' views on specific areas. These brief video clips focused on community education initiatives used to address the critical issues, such as impact on K-12 programs,



educational planning, at-risk youth, extended enrichment and child care, literacy, and involvement. It was a joint effort of Virginia Tech and the University of Virginia and funded by grants from the C.S. Mott Foundation.

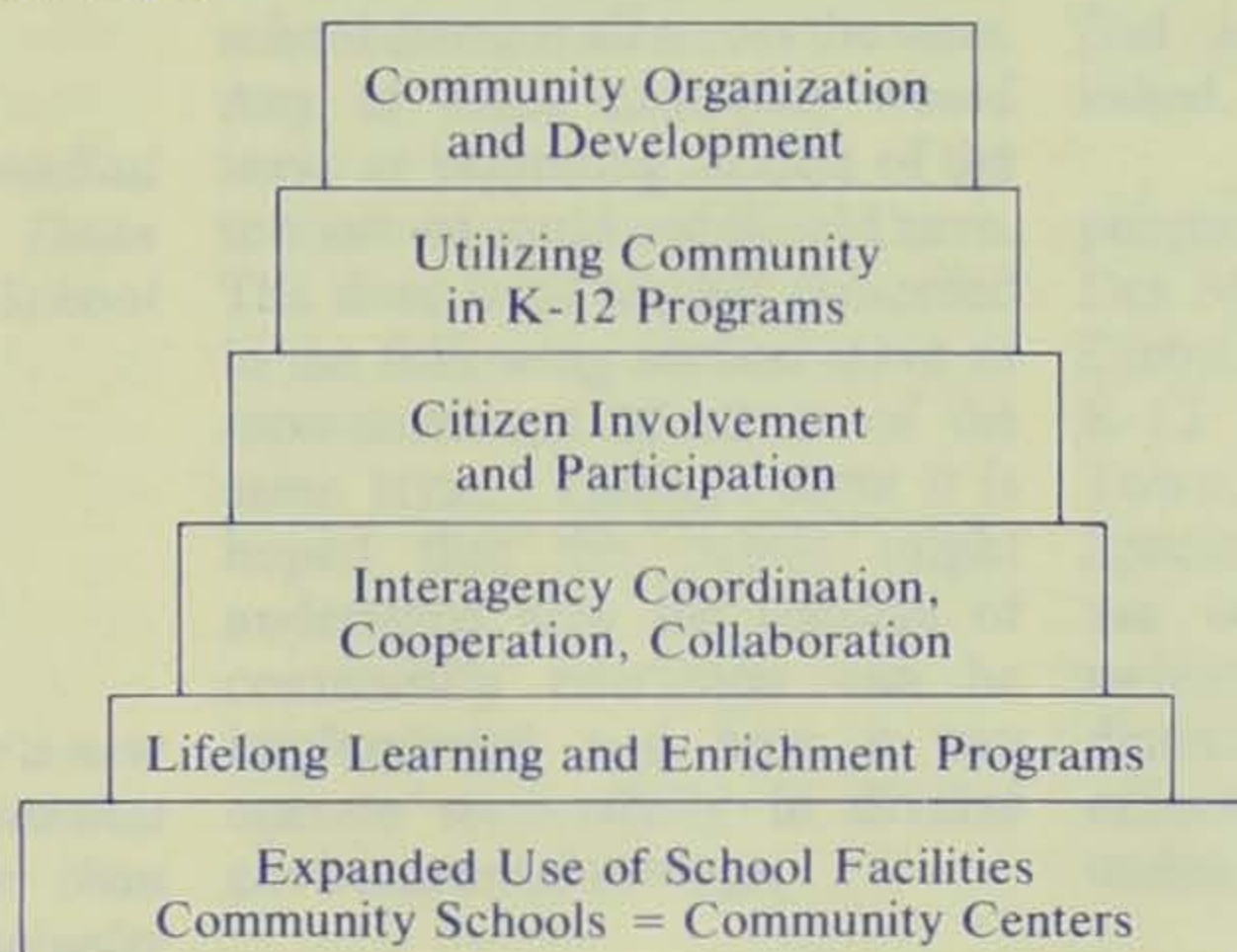
On July 1, 1987, the University of Virginia was awarded a grant from the Charles Stewart Mott Foundation to help strengthen state-level community

education networks and support systems. The project provides the opportunity for each state to receive a State Community Education Planning Assistance Award (up to \$5,000 per state) to be used in the development or updating of a five-year state plan for community education. On September 27-30, 1987, Joe Herrity attended a National Invitational Workshop at the National Center for Commu-

nity Education, Flint, Michigan. This workshop focused on community education, and included sharing sessions and suggestions for data gathering instruments and alternative planning methodologies. This workshop was mandatory for those states involved in this project. Iowa's plan for a five year state plan was concluded in August, 1988.

IMPLEMENTATION PROCESS

Implementing the total concept of community education involves an evolutionary process. Although variations in the evolutionary process are numerous, the following diagram illustrates a sequence common in many communities. It shows the components as "building blocks" in developing the total concept.



The foundation from which the community education process is implemented is the desire and commitment of PEOPLE.

Chapter Four

A Look at Community Education: Local Model Insights

"There is nothing very new here in concept. The Greeks spoke of educating through the entire culture, by paedia. Hundreds of community schools in this country, some of them in existence for decades, provide beginning models of the schools we could have. The challenge is for such schools to become the rule rather than the exception."

John Goodlad
Dean
UCLA Graduate School

"Today's call is for a new foundation for education, one that makes community rather than school the base. The community education concept makes economic sense. In education, as elsewhere, prices are up, production is down. More important, the community education concept makes sense in terms of social policy. Saving the schools is not the real issue, saving and restoring public confidence in the sense of community is the ultimate challenge."

Vasil Kerensky
James Logsdon
Florida Atlantic University

A New Foundation: Perspectives on Community Education

Community education activities that make the community rather than the school the base are being practiced in school districts all across the state. Any of these examples would serve as beginning models of the schools we could and should have. The three local models presented in the following section serve as representatives of others of the same style. Through them it is hoped that the public might understand how the concept of community education can be implemented and how it can operate successfully in diverse environmental settings.

West Des Moines Model

An example of community education in a metropolitan setting in Iowa exists in the West Des Moines Community School District. The concept has been in practice since 1974 under the direction of Jack Temme. When Valley High School was completed, some people stopped to consider how the facility might be used by the community. A committee was formed to investigate and develop community education.

The result was a number of advisory councils structured to

represent the agencies, organizations, and geographic makeup of the various groups comprising West Des Moines. Citizen involvement is strived for here, not only in yearly meetings, but on a month to month basis through meetings with advisory council members. A process by which community needs can be identified annually has been established.

Some of the services and programs provided by the West Des Moines Community School District include adult education, K-12 programs, Capers, Safety Town, Junior High Summer Special, After Lunch Bunch, and use of the tennis courts and swimming pool. The school district prides itself on the extensive use the community makes of school facilities.

This year, for example, seven churches will be using school buildings on Sunday mornings and Wednesday evenings. West Des Moines also currently houses the local wellness program. It hosted the first annual Senior Olympics in June of 1987 at Valley High School. West Des Moines is presently involved in a cooperative effort with the Walnut Creek Family YMCA to provide before and after-school and vacation care for children. The school district is in the process of building a new elementary school next to a city park so that the area will have a school-park site with a full-sized

gymnasium available for community use.

One of the more unusual aspects of the West Des Moines program is its college credit classes which allow people to use Valley High School to start (and nearly finish) their degree work without having to drive to college campuses around the state.

A particular audience is not sought in West Des Moines. Programs are offered based on identified needs in the community. The only limit placed upon programming is when another community agency is, or should be, meeting an identified need. Therefore, the model's limitation is not to duplicate what another agency is doing in serving the community.

West Des Moines has attempted to identify needs through citizen involvement. This process has led to a number of challenging projects: a four-suburban community-goals workshop, agency cooperative flyers advertising seasonal programs, a needs assessment process involving direct citizen participation, development of a model which will evaluate the yearly progress of objectives, and an agency network whereby staff people meet and share ideas on a regular basis.

Ankeny Model

Community education in action in the smaller city or community setting can be seen in Ankeny which received its introduction to the concept in 1978. At that time, a task force was appointed to study community education models, methods of financing, and current Ankeny programs and facilities. The task force immediately set out to establish goals for community educa-

tion in Ankeny, to write by-laws for an advisory council, and to consider a staff position for continued direction.

In 1979, Kevin Koester was hired as the community education director for Ankeny. He functions with the community's advisory council to establish goals for community education, make recommendations, offer support to all public and private boards, develop funding resources, and promote community-wide involvement in programs related to recreation and continuing education. The Ankeny advisory council includes representatives of local agencies, age and interest groups, city neighborhoods, and rural areas.

One important function of the Ankeny Community Education Advisory Council is determining community needs and identifying community resources. For this reason, a community needs assessment is conducted every five years.

Community education is directly involved in the delivery of adult education and the city recreation programs in Ankeny. Cooperative programs are frequently offered and have been co-sponsored by the Des Moines Area Community College, the Ankeny Parks and Recreation Department, the Heartland Area Education Agency, the Ankeny Police Department, and the Ankeny Jaycettes.

Two unique projects have received national recognition. One of these, the Charrette, the Citizen's Planning Conference, involved broad representation (city, school, chamber, churches, civic organizations, agencies-at-large) assembled to prioritize and design three solutions to major needs identified by a community survey. Task forces created since

the conference have implemented numerous planned achievements for Ankeny.

The second landmark success was the grand opening of the Ankeny Service Center. Funded through public and private support, this city-school-county-United Way cooperative venture was a decentralization project which coordinated delivery of human services and community education. This project received the National School-County Cooperation Award in 1983 from the National Association of Counties.



Community education provides information to the community and promotes all public activities which provide educational, recreational, or cultural benefit to Ankeny citizens. Ankeny community education strives to serve the total school district. Programs requiring limited enrollment give preference to local citizens. Some special emphasis is also placed on services to senior citizens. Including community use and rental requests, there are more than 250,000 hours of school facility usage per year beyond the academic and extracurricular programs of the Ankeny Schools.

North Iowa Area Community College Project Model

A model typical of community education in operation in a rural setting is provided by the North Iowa Area Community College (NIACC) Project which began in 1977. Made up of the Belmond, Britt, Corwith-Wesley, Kanawha, and Garner-Hayfield school districts, this project was begun to meet the needs of people in districts with declining enrollment problems and to provide adult education classes.

Cooperation among the schools is one of the main goals of the project. The project attempts to offer different classes in each of the towns so that people will commute within the area for the classes they want. This crossing of school district borders has grown every quarter since the project began.

The project, which was originally designed primarily for adults, is expanding to serve more and more people. According to Candy Moore, the current supervisor, programs are offered in the areas of agriculture, business, health, general interest, home and family living, and trade and industry. These schools also offer courses in ABE-GED and evening college credit classes. The project often does cooperative programming with local organization to provide special sessions on such topics as missing children, protection for women, and living on fixed incomes. The NIACC project also focuses on enrichment classes for children: language, computer training, drawing, pottery, etc. A concentrated effort is placed on bringing in higher education speakers that people would other-

wise have to travel some distance to hear. This fall, for instance, an Iowa State University professor will speak on "U.S. and Phillipine Relationships," and a University of Northern Iowa professor will give a class entitled "Beyond War."

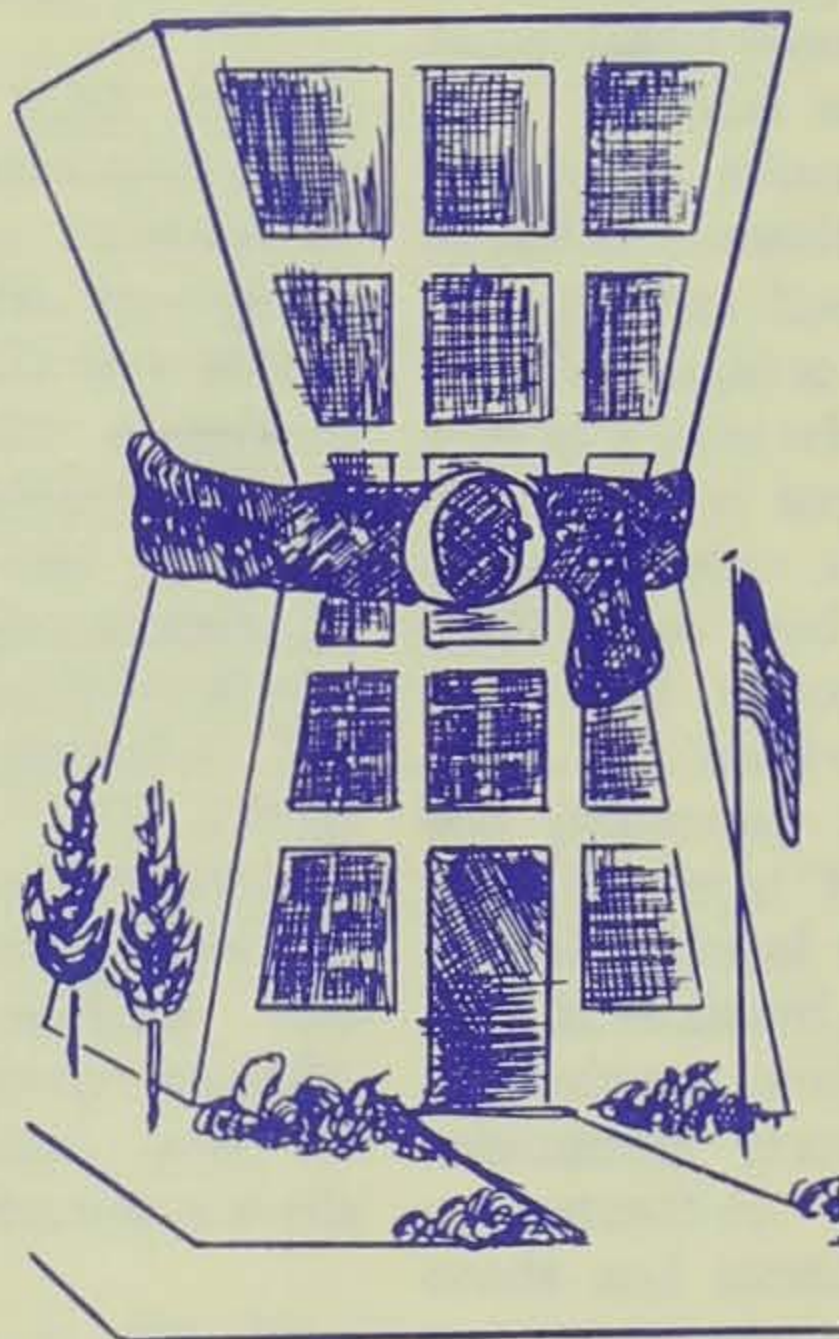
In an attempt to deal with the changing economy in the rural setting, the NIACC project is also offering courses on career awareness and retraining, assessment tools, and resume writing.

At this time, the five school districts involved each contribute to the project budget in accordance with their size. North Iowa Area Community College, which initially funded the entire program, still contributes staff, equipment, and some money.

Over the years, grants have also helped finance a portion of the costs.

Citizen involvement is emphasized in this community education project where the supervisor could not possibly do everything. Each of the communities has an advisory council which must plan and publicize events, promote registrations, and conduct comprehensive needs assessments.

This particular project has greatly increased program offerings in the area and has done much to promote the concept of lifelong learning. Because of NIACC, people have had opportunities and alternatives never before possible in their rural environment.



*Are we squeezing all the use
from our schools?*

Chapter Five

A Look to the Future: Implications for Community Education in Iowa

"By the year 2000 community education will be the basis for creating community coherence and common purposes. Community education will create what America needs most: a community of character, a coherence of values, a unity of purpose—if not perfect, at least in the making..."

*M. Donald Thomas
Former Superintendent
Salt Lake City Schools*

Clearly, the implications are that community education will play an important role in the future success of Iowa. For this to be, vision, commitment, and time on the part of individuals and groups will be necessary. It is fitting, therefore, that we follow our historical account with a discussion of the state's goals and objectives as seen by key people in the field.

One of the significant intentions of Iowa community educators centers around an improved networking system. The Iowa Community Education Association would serve as the catalyst, cooperating with other state associations interested in the continuing improvement of the quality of life in local communities. Established plans include: convening organizations with mutual interests and implementing shared future enterprises, promoting liaison relationships with statewide asso-

ciation boards, and fostering stronger ties with the National Community Education Association. One of the specific goals in this area calls for the design of a statewide plan to celebrate the annual National Community Education Day. Efforts will involve reviewing activities from other states and from various Iowa communities. They will also focus on gaining greater participation from the governor's office. A special informational packet will be prepared and disseminated so that local communities can enhance and improve their involvement in Community Education Day.

Ranking high among future goals of Iowa's community educators is a continuing commitment to the concept of local assistance. For this reason, full-scale plans for awareness workshops and conferences are on the agenda so that potential community education models can be identified and needed technical assistance can be provided. The main objective is to spread information on the philosophy, process, and programs of community education, the formation of advisory councils, funding possibilities, and the techniques of conducting a needs assessment.

Promotion is the most important aspect of any sales job, and community education is no exception. In this respect, Iowa's community educators envision

increased direct contact via state advisory board members, expanded mail promotions, and efforts to keep updated membership lists, and the development of greater public awareness through the use of logos, billboard ads, cable TV spots, radio announcements, the news media, and pamphlets. In particular, these efforts are expected to include the establishment of a promotional packet containing a resource guide, national brochures, state brochures, and copies of The Community Catalyst (Iowa's community education newsletter). It also will involve the implementation of audio-visual promotional tapes.

Critical to the future of community education in Iowa is increased commitment to training opportunities. Local communities must be taught to administer their own programs wherever possible. This calls for more concentrated efforts to plan ahead for future conferences and to coordinate state and national teleconferences. It involves encouraging and promoting attendance and participation at "Multi-State" (the annual regional training conference at Brainerd, Minnesota). It necessitates designing and administering grants for training opportunities. Investigating needs and establishing regional training programs are also factors to be considered here.

An important implication for the future of community education in Iowa involves

keeping a watchful eye on financial and fiscal developments. This entails reviewing previous years' budgets, expenses, and revenues, and carefully projecting expenses and revenues for upcoming years. A major element concerns fund raising. Intense efforts to increase revenue are indicated. Planned options to explore include: silent auctions, display booths, t-shirts, pins, pocket calendars, mugs, and raffles. It is important that state association membership be increased.

A high-priority objective of Iowa community educators revolves around position platforms. This means working with Iowa Community Education Association members to establish

issues, positions, and priorities by the October meeting of each year. It also involves securing the position and priorities of related groups and organizations by this time. This option could be expanded to include installing paid or volunteer individuals to inform legislators and top governmental officials about the Iowa Community Education Association, planning at least one legislative function per year, holding meetings with other educational lobbyists and with business lobbyists, keeping the National Community Education Association informed on Iowa legislative activity and vice versa, and investigating the development of an Iowa Community

Education Association legislative hot-line.

"Fads spread quickly and tend to have short lives. Community education claims, with good reason, to be an educational trend, and there is solid evidence of its slow but steady acceptance as a way of looking at public education." (Mary Richardson Boo and Larry Decker, *The Learning Community*). The primary implication for community education in Iowa, then, is periodic program modification and continual adaptation to the changing needs and fiscal realities of what can be termed a lifelong learning process here to stay.

Appendix A

Community Education Awards

Iowa Center Leadership Award

Presented by the Iowa Center for Community Education to a citizen who has given exemplary support and service to the development and growth of Community Education in the state of Iowa.

- 1983 Pat Thompson, State Legislator, West Des Moines
- 1984 Sonya Root
- 1985 Jean Morgan
- 1987 Ken Schoenthaler

Distinguished Service Award

Presented by the Iowa Community Education Association to an individual who has given outstanding leadership in advancing the concept and process of Community Education.

- 1983 Barbara Canova
- 1984 James Walmsley
- 1985 Joseph Herrity
- 1987 Kevin Koester, Ben Norman, Jack Temme

Outstanding Advocate Award

Presented by the Iowa Community Education Association to individuals or agencies who have provided exemplary support to Community Education.

- 1984 Iowa Parks and Recreation Association
- 1985 Iowa Association of Business & Industry
- 1987 West Des Moines Community School District

Outstanding Contributions Award

Presented by the Iowa Community Education Association to individuals who have made outstanding contributions to the field of Community Education or the State of Iowa.

- 1987 Dan Buda

National Award

- 1984 Barbara Canova: National Community Education Association Leadership Award

Appendix B

Iowa Community Education Association Board of Directors and Officers

1982

Barbara Canova (President)
Sonya Root (President-Elect)
Lorrie Ward (Secretary)
Kathie Lueke (Treasurer)
Clair Brooks
Carol Fair
Charles Kilpatrick
Craig Knudson
Ben Norman
Elmer Sorensen
James Walmsley

1983

Sonya Root (President)
Ben Norman (President-Elect)
Lorrie Ward (Secretary)
Kathie Lueke (Treasurer)
Carol Fair
Charles Kilpatrick
Clair Brooks
James Walmsley
Elmer Sorensen
Winston Black
Craig Knudson
Alvena Koehnke
Barbara Canova

1984

Ben Norman (President)
Craig Knudson (President-Elect)
Lorrie Ward (Secretary)
James Walmsley (Treasurer)
Jack Rolinger
Alvena Koehnke
Elmer Sorensen

Angie Anderson
Patricia Thompson
David Hayes
Sonya Root
Barbara Canova

1985

Craig Knudson (President)
David Hayes (President-Elect)
Lynn Montgomery (Secretary)
Elmer Sorensen (Treasurer)
Ben Norman
Barbara Canova
Angie Anderson
Dale Amunson
Alvena Koehnke
Lorrie Ward
Patricia Thompson
Charles Kilpatrick
Sonya Root
Jean Morgan

1986

David Hayes (President)
Lynn Montgomery (President-Elect)
Kevin Koester (Secretary)
Elmer Sorensen (Treasurer)
Craig Knudson
Barbara Canova
Dale Amunson
Charles Kilpatrick
Jean Morgan
Sonya Root
Dan Bitner

Alvena Koehnke
Debra Lavitt
Thor Petersen

1987

Lynn Montgomery (President)
Dan Bitner (President-Elect)
Jean Morgan (Secretary)
Elmer Sorensen (Treasurer)
Craig Knudson
John Lemon
Sonya Root
Ken Schoenthaler
Brooks Rector
David Hayes
Barbara Canova
Alvena Koehnke
Thor Petersen
Linda Martin

1988

Dan Bitner (President)
Barbara Canova (President-Elect)
Jean Morgan (Secretary)
Elmer Sorensen (Treasurer)
Lynn Montgomery
Craig Knudson
John Lemon
Linda Martin
Willard Nagle
Sonya Root
Ken Schoenthaler
Shellee Statser
Cyndee Urness

Appendix C

Iowa Community Education Association Annual Conferences

First Annual Conference

Date: February 25-26, 1982

Location: Airport Hilton Inn, Des Moines

Theme: Building Better Communities

Keynote Speakers: Dr. Jack Minzey; Dr. Robert Manley; Dr. Gene Weber

General Workshop Agenda:

How to Plan for Advisory Council Development

Organizational Management of Advisory Councils

Inter-Agency Collaboration: How to Do It Effectively

Learning to Understand Community Needs

Recruiting Volunteers for Advisory Councils

Using Evaluation for Planning

Public Relations: Building Community Support and Understanding

Effective Use of Limited Time

Block Grants: What's the Impact for Community Education

Sharing Local Perspectives on Community Education

Second Annual Conference

Date: February 18-19, 1983

Location: Downtown Ramada Inn, Des Moines

Theme: Council Effectiveness Training

Keynote Speakers: Dr. Chuck Porter; Gene Wilhoit; Carrie Berglund

General Workshop Agenda:

Advisory Councils in Action

Community Education: National Perspective

Raising Funds for Community Education

Citizen Planning Conferences and Community Needs

Community Dialogue to Increase Agency Communication

New Training Materials for Local Advisory Councils

Third Annual Conference

Date: April 25-26, 1984

Location: Howard Johnson's, Des Moines

Theme: Association Networking: Meeting Community Needs

Keynote Speaker: Lt. Governor Robert Anderson

General Workshop Agenda:

Effective Utilization of Citizen Involvement

Innovative Public and Private Sector Cooperation

Community Needs Identification/Problem Solving

Promoting the Community Education Concept

Association Networking

Fourth Annual Conference

Date: October 25-26, 1984

Location: Jumer's Castle Lodge, Bettendorf

Theme: Networking for the Future

Keynote Speakers: Jim Bauer; Dr. Robert Benton; Dr. George Kliminski

General Workshop Agenda:

Effects of Television on Children and Adults

Advisory Councils: Who, What and How?

Tradition, Convenience or Human Needs

Recreation/Community Education

National Community Education Day/NCEA

Working Together

Intergenerational Education

Making Community Education Work in Rural Iowa

Computer Application in Community Education

Interagency Cooperation

Forging Business/Education Partnerships

Fifth Annual Conference

Date: September 19-20, 1985

Location: The New Inn, Lake Okoboji

Theme: Partnerships for Progress

Keynote Speakers: Dr. Helen Morten; Chuck Offenburger; Mary Brubaker

General Workshop Agenda:

Afternoon Connection: An After School Care Program

Rural/Small School Partnerships

Dealing Effectively with the Press

Business/School Partnerships

Panel discussion

Videotape presentation

Advantages of combining resources

Expanding K-12 Curriculum Through the Arts

Experiencing Life: Intergenerational Programming in Our Schools

Public Schools and Day Care: A Natural

Adult Education Computer Registration Techniques

Understanding Community Power Structures

Sixth Annual Conference

Date: March 19-20, 1987

Location: University Park Holiday Inn, West Des Moines

Theme: Let's Do It Together

Keynote Speaker: Steve Parsons, Ed.D.

General Workshop Agenda:

Agency Cooperation

Facility Scheduling

Programs

Advisory Council

Idea Fair

Seventh Annual Conference

Date: October 27-28, 1987

Location: Des Moines Area Community College, Ankeny

Theme: Communities At Work

Keynote Speakers: Dr. Marilyn Kerns; Wayne A. Begg

General Workshop Agenda:

Parade of Projects

Growing Up/Growing Older

PaceSetters

Skills for Adolescents

County Pride Week

Academic Recognition

Youth Charrette

Iowa Academic Decathlon

Dollars for Scholars

Volunteers in Public Schools

High School Native Talent

Volunteer Program

Educational Improvement Project

Keep Improving District Schools

Lift Your Spirits, Write!

The Afternoon Connection

Agency Cooperation

Let's Do It



Memorable theme and artwork from the annual state conference held in West Des Moines in March of 1987.

Appendix D

State Resources for Community Education

The following list includes resources for information about programs, contact people, and materials on community education in Iowa.

- Ankeny Community School District
Kevin Koester, Director Community Education
306 S.W. School Street, Ankeny, IA 50021 (515/964-8556)
- Cedar Falls Community School District
Clair Brooks, Director of Personnel
Administration Center 1002 W. First St., Cedar Falls, IA 50613 (319/277-8800)
- Cedar Rapids Community School District
Stephen Daeschner, Superintendent of Schools
346 2nd Avenue, S.W., Cedar Rapids, IA 52404 (319/398-2223)
- Council Bluffs Community School District
Tamara Phillips, Director Community Education
207 Scott Street, Council Bluffs, IA 51501 (712/328-6443)
- Davenport Community School District
Peter Flynn, Superintendent of Schools
Mary Pogue, Director of Community and Adult Education
1002 W. Kimberly Road, Davenport, IA 52806 (319/ 391-9161)
- Delwood Community School District
John Lawrence, Superintendent of Schools
Delmar, IA 52037 (319/674-4355)
- Des Moines Independent Community School District
Robert Denny, Director Community and Adult Education
Cowles Community Education Center
6401 College, Des Moines, IA 50311 (515/242-7701)
- Everly Community School District
Alvena Koehn, Coordinator Community Education
P.O. Box 218, Everly, IA 51338 (712/834-2706)
- Howard-Winneshiek Community School District
Donald W. Pettengill, Superintendent of Schools
1000 Schroder Drive, Cresco, IA 52136 (319/547-2762)

Linn-Mar Community School District Greg Purnell, Director Community Education 3333 N. 10th Street, Marion, IA 52302	(319/377-7373)
Maquoketa Community School District David Hayes, Director Community Education and Recreation 506 S. Eliza Street, Maquoketa, IA 52060	(319/652-5292)
Newton Community School District Phil Hintz, Superintendent of Schools Jean Morgan, Coordinator Community Education 807 S. 6th Ave. W., Newton, IA 50208	(515/792-5809)
North Iowa Area Community College (five school district project) Roger Holcomb, Dean, Community Education 500 College Drive, Mason City, IA 50401 or Candace Moore, Coordinator Community Education 425 W. 11th, Garner, IA 50438	(515/423-1264) (515/923-3212)
Belmond Community School District Thomas L. Williams, Superintendent of Schools 411 10th Avenue, Belmond, IA 50421	(515/444-3930)
Britt Community School District Ted E. Runyan, Superintendent of Schools Britt, IA 50423	(515/843-3863)
Corwith-Wesley Community School District Ronald O'Kones, Superintendent of Schools Corwith, IA 50430	(515/583-2304)
Garner-Hayfield Community School District Ben Halupnik, Superintendent of Schools 605 Lyons Street, Garner, IA 50438	(515/923-2718)
Kanawha Community School District Ronald O'Kones, Superintendent of Schools Kanawha, IA 50447	(515/762-3261)
Mason City Community School District Jack Steinberg, Director Community Education 1515 South Pennsylvania Avenue, Mason City, IA 50401	(515/421-4400)
North Scott Community School District Lynn Montgomery, Director Community Education 251 East Iowa, Eldridge, IA 52748	(319/285-9966)
Ottumwa Community School District Don Parsons, Coordinator Community Education 2662 Meadowdale Drive, Ottumwa, IA 52501	(515/682-8764)

Urbandale Community School District
Dean Hatch, Director Community Education
7101 Airline Drive, Urbandale, IA 50322 (515/278-4765)

West Des Moines Community School District
Greg Hansen, Director Community Education
713 8th Street, West Des Moines, IA 50265 (515/277-6026)

Iowa Center for Community Education
Joseph Herrity, Iowa Department of Education
Grimes State Office Building, Des Moines, IA 50319-0146 (515/281-3290)

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